



Huby CE Primary School

Behaviour and Relationships Policy

Shining Together Through Curiosity, Connection and Courage.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Approved by:	Full Governing Body- Awaiting	Date: September 2026
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This is a statutory policy that is reviewed annually.		

This document is a statement of the aims, principles and strategies for Behaviour at Huby C. E Primary School.

The Education and Inspections Act 2006 and DfE document Behaviour and Discipline in schools: guide for governing bodies (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour. This statement has been used to write this policy.

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book “When the Adults Change, Everything Changes” (2017). The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following: -

Recommendation 1: Know and understand your pupils and their influences

Recommendation 2: Teach learning behaviours alongside managing misbehaviour

Recommendation 3: Use classroom management strategies to support good classroom behaviour

Recommendation 4: Use simple approaches as part of your regular routine

Recommendation 5: Use targeted approaches to meet the needs of individuals in your school

Recommendation 6: Consistency is key

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

1. Policy Statement

This policy sets out the aims, principles and consistent approaches used to promote positive behaviour and strong relationships at Huby CE Primary School. We believe that exemplary behaviour is taught, modelled, practised, recognised and restored.

Our approach is rooted in our Christian vision and our three core values of Courage, Connection and Curiosity. We want every child to feel safe, valued and able to learn, while understanding that they have responsibility for the choices they make and the impact those choices have on others.

As a Church school, we approach behaviour with compassion, forgiveness and a commitment to reconciliation. This does not lower our expectations. Rather, it means that we respond to behaviour in a way that maintains high standards while helping children learn, repair harm and make better choices.

2. Our Three Simple Rules

Our three rules provide a shared language for children and adults. They apply to everyone, everywhere in school, at all times. They are deliberately simple; the detail of what they look like is taught through routines, modelling and practice.

VALUE / RULE	WHAT THIS LOOKS LIKE
COURAGE Be brave. Make good choices. Keep trying.	• Be ready to learn and have a go, even when something feels difficult. • Persevere when learning is challenging and ask for help when needed. • Make the right choice even when others are making a different choice. • Be brave enough to admit mistakes and learn from them. • Speak up when something is not right and seek help when needed.
CONNECTION Be kind. Include others. Help everyone belong.	• Treat everyone with kindness, dignity and respect. • Listen to others and value their ideas, feelings and differences. • Use calm, polite and respectful language. • Include others and help people feel that they belong.

	• Look after ourselves, one another and our school community. • When something goes wrong, take responsibility and help repair the relationship.
CURIOSITY Ask questions. Be open-minded. Learn from mistakes.	• Be interested, engaged and willing to learn. • Ask questions and be willing to listen to different perspectives. • Be open to trying something new or approaching a problem differently. • Think about the impact of our choices on learning and relationships. • Reflect on mistakes and consider what could be done differently next time. • Look for solutions when things do not go to plan.

3. What We Mean by Consistency

Consistency at Huby means that adults respond calmly, predictably and fairly. It does not mean that every child receives exactly the same response. Individual needs, age, developmental stage, SEND and the circumstances of an incident must be considered.

The consistency we seek is primarily consistency in adult behaviour: adults model the standards they expect, use the same language, follow up concerns and retain ownership of relationships. Our behaviour approach is therefore not simply a toolkit of sanctions; it is a shared commitment to how adults interact with children.

- Use the language of Courage, Connection and Curiosity throughout the day.
- Welcome and greet children positively at the start of the day and after transitions.
- Know children well and understand the factors that may influence their behaviour.
- Deliberately notice and praise children doing the right thing.
- Never walk past or ignore behaviour that falls below expectations.
- Use calm, private and respectful correction wherever possible.
- Give children take-up time to make a positive choice.
- Follow up behaviour and retain ownership.
- Reset relationships after an incident so that each lesson, session and day can be a fresh start.

4. Our Behaviour Philosophy

- We believe there are no 'bad' children; there are behaviours and choices that need to change.
- Behaviour communicates something, and adults should remain curious about what may be influencing it.
- Children are still developing self-control, empathy, emotional regulation and social understanding; these skills must be explicitly taught.
- Predictability, routine, boundaries and warm relationships help children feel safe.
- Positive behaviour is most effectively promoted through strong relationships, engaging teaching, clear routines, praise and consistent adult responses.
- We seek to restore relationships and change behaviour rather than simply punish actions.
- High expectations apply to every child, while support and reasonable adjustments are provided where individual needs require them.
- Children should understand the impact of their behaviour and be supported to take responsibility and repair harm.

5. Teaching Behaviour

Behaviour expectations are taught explicitly, revisited regularly and reinforced through classroom routines, worship, PSHE, relationships education and everyday interactions. Adults should model the language and behaviour we expect children to demonstrate.

- Teach routines rather than assume children know them.
- Use positive language and clear instructions.
- Plan engaging, appropriately challenging learning which meets pupils' needs.
- Use visual, verbal and practical prompts where these support individual pupils.
- Recognise effort, cooperation, kindness, perseverance and positive choices.
- Re-teach expectations when routines are not being followed.

6. Recognition and Rewards

Praise and recognition are central to our approach. We recognise children who meet and, particularly, go 'over and above' our expectations. A quiet, personal word of genuine praise can be as powerful as a public reward.

- Adult and peer praise.
- Recognition boards or class recognition systems.
- Praise Cards
- House points.
- Stickers, stamps, praise cards and written praise.
- Celebration of excellent work and positive contributions.
- Headteacher recognition.
- Values certificates and celebration worship.
- Contact with parents/carers to celebrate significant improvement or positive behaviour.
- Opportunities for responsibility and leadership.

Rewards should be linked to specific behaviours so that children understand what they have done well: "I noticed you showed courage by having another go when the work was difficult."

7. Restorative Approach

Our behaviour and relationships policy is not primarily concerned with rule enforcement. It is a tool for promoting positive relationships so that everyone can work together with the common purpose of helping everyone learn.

Our restorative approach is built around four principles:

- RESPECT – listening to others and valuing their perspective.
- RESPONSIBILITY – taking responsibility for our own actions and choices.
- REPAIR – identifying what is needed to put right harm caused.
- RE-INTEGRATION – supporting the child to return successfully to learning and relationships.

After an incident, adults should help children reflect on what happened, who was affected and what needs to happen next. An apology should be accepted when it is genuine, and the slate should be wiped clean. The behaviour is challenged; the child is not labelled by it.

8. Practical Steps for Managing Inappropriate Behaviour

For most low-level incidents, a calm reminder will be enough. Adults should de-escalate and decelerate wherever reasonable, using the following shared sequence. Serious incidents may require an immediate response from a senior leader.

REDIRECTION / REMINDER

A gentle prompt or 'nudge' back towards the expectation. Refer to the relevant value: "We are connected here – please use kind and respectful words."

CAUTION

A clear, private verbal warning. Name the behaviour, the expected behaviour and, where appropriate, the likely consequence. Give take-up time.

LAST CHANCE / SCRIPTED INTERVENTION

Speak privately and calmly: "I have noticed that you are... At Hubby, we... (refer to Courage, Connection or Curiosity). Because of that, you need to... Do you remember when you...? That is the behaviour I need to see now. Thank you for listening." Give time to respond.

CONSEQUENCE

If the behaviour continues, use a proportionate consequence such as calm time (typically 5–10 minutes

depending on age and circumstances), moving to another suitable learning space to support regulation, or a short period of restorative time at break (typically 10–15 minutes). The purpose is to protect learning, restore safety and help the child reflect. Consequences should be proportionate to the age of the child, the nature of the behaviour and any underlying needs or circumstances.

REFLECTION AND REPAIR

Once calm, the child reflects on what happened, who was affected and how to put things right. The child is then welcomed back into learning. Adults should use the restorative reflection questions (Appendix 2) to support this process.

Adults should avoid confrontation, shouting or shaming children in front of peers. Consequences should not be used to humiliate. Once a consequence has been completed, the child receives a genuine fresh start.

FOLLOW-UP

Where necessary, record the incident on CPOMS within the same school day, inform parents/carers (typically within 24 hours for significant incidents or patterns) and consider whether additional support is required. Recording should include: the behaviour observed, the context, the response given, the outcome and any follow-up actions. Parents/carers should be informed of serious incidents, repeated low-level behaviour, or where a behaviour plan is being developed.

9. Lunchtime and Unstructured Times

The same expectations apply at lunchtime, playtime and during transitions as during lessons. Midday supervisors and other support staff are part of the whole-school team and should receive the same respect and backing as teaching staff.

- Adults use the shared language of Courage, Connection and Curiosity.
- Midday supervisors positively recognise good choices and can award the school's usual rewards.
- Initial low-level incidents are dealt with calmly by the adult present.
- Conflicts are addressed promptly and, where appropriate, restoratively.
- Any consequence is proportionate and followed by a fresh start.
- Patterns or serious incidents are communicated to the class teacher and/or senior leader and recorded where required.

10. Serious Behaviour

Serious behaviour must be referred promptly to the Headteacher and recorded on CPOMS. Responses will be proportionate to the age and needs of the child and the circumstances of the incident.

- Fighting or serious physical aggression.
- Violence towards pupils or adults.
- Bullying or child-on-child abuse.
- Racist, sexist, homophobic, biphobic or transphobic language or behaviour.
- Threatening, abusive or seriously offensive language.
- Deliberate serious damage to property.
- Behaviour which places the child or others at significant risk.

All reports and concerns relating to bullying, harassment or child-on-child abuse will be taken seriously and managed in accordance with the school's safeguarding and anti-bullying procedures.

Serious behaviour must be referred promptly to the Headteacher and recorded on CPOMS. Responses will be proportionate to the age and needs of the child and the circumstances of the incident.

11. Supporting Children with Additional Needs

We recognise that behaviour can be influenced by developmental needs, SEND, communication difficulties, sensory needs, emotional regulation, previous experiences and other factors. High expectations remain important, but reasonable adjustments and targeted support may be necessary.

- Know the child and identify triggers, strengths and successful strategies.
- Use individual behaviour support plans or risk assessments where appropriate.
- Work with parents/carers and relevant professionals when additional support is required.
- Use the SENDCO to support assessment, planning and inclusive approaches.

- Consider whether behaviour indicates an unmet need or a safeguarding concern.
- Ensure consequences do not inadvertently disadvantage a child because of a disability or identified need.

12. Working with Parents and Carers

We seek to work in partnership with parents and carers. Where behaviour is causing concern, we will communicate promptly, share what has been observed and work together to identify helpful strategies. We will also contact families to celebrate significant improvement or particularly positive behaviour. Where behaviour is persistent, a more formal plan may be developed with the child, family, SENDCO and/or senior leaders. The purpose is to secure better outcomes rather than simply increase sanctions.

Communication with parents/carers should:

- Be prompt and proportionate to the behaviour (typically within 24 hours for significant incidents or patterns).
- Be respectful and non-judgmental.
- Share specific observations and examples.
- Seek to understand any factors at home or elsewhere that may be influencing behaviour.
- Identify shared strategies and next steps.

Where behaviour is persistent, a more formal plan may be developed with the child, family, SENDCO and/or senior leaders. The purpose is to secure better outcomes rather than simply increase sanctions. Such plans should be reviewed regularly (typically half-termly) and adjusted based on progress.

13. Forgiveness, Reconciliation and Fresh Starts

Forgiveness is an important part of our Christian ethos. Children should learn that mistakes have consequences, but that relationships can be repaired and people can move forward. Once a child has reflected, repaired harm where possible and completed any proportionate consequence, adults should not hold the incident against them.

Every lesson, session and day is an opportunity to begin again. We challenge behaviour firmly while continuing to communicate care, dignity and belonging.

14. Restrictive Physical Intervention / Reasonable Force

Behaviour should, wherever possible, be managed through proactive and preventative approaches. Reasonable force may only be used in accordance with the school's separate Physical Intervention and Use of Reasonable Force Policy and current statutory guidance.

- Any force used must be reasonable, proportionate and the minimum necessary in the circumstances.
- It must never be used as a punishment.
- The dignity and safety of the child and adults must be maintained.
- Incidents must be recorded and reported in line with school procedures.
- Parents/Carers will be informed where required.
- Where a child presents with significant risk, appropriate positive handling plans and risk assessments will be developed.

15. Suspensions and Exclusions

Suspension or permanent exclusion is a serious step and will only be considered in accordance with the school's Exclusions Policy and the relevant Department for Education guidance. Where exclusion is necessary, the school will seek to support reintegration and identify strategies which will help the child to succeed on return.

We recognise that exclusion is not generally an effective first response to behaviour. However, the school must maintain a safe environment in which all children and adults can learn and work.

16. Equality, Inclusion and Safeguarding

Huby C of E Primary School is committed to equality, inclusion and the dignity of every member of the school community. We will not tolerate discrimination or harassment. We support the Church of England's commitment to valuing every child as a unique and loved individual.

Behaviour concerns may sometimes indicate safeguarding needs. Staff must follow the Child Protection

and Safeguarding Policy and report concerns through the school's safeguarding procedures. Children are encouraged to speak to a trusted adult if they are worried about their own safety or the safety of someone else.

All staff have a responsibility to report concerns about a child's welfare or safety to the Designated Safeguarding Lead. See the Child Protection and Safeguarding Policy for full guidance on safeguarding procedures, including how to recognise abuse and neglect, how to report concerns, and the role of the Designated Safeguarding Lead.

17. Roles and Responsibilities

All Staff

- Model Courage, Connection and Curiosity.
- Welcome and greet children positively.
- Teach and reinforce expectations.
- Use consistent language and calm responses.
- Recognise positive behaviour deliberately and frequently.
- Never ignore behaviour that falls below expectations.
- Follow up concerns and retain ownership.
- Record and report incidents as required.
- Seek support when a child's needs exceed the support available in the classroom.
- Receive training on the behaviour approach, restorative practices and de-escalation strategies as part of induction and ongoing professional development.
- Understand their safeguarding responsibilities and report concerns in line with the Child Protection and Safeguarding Policy

Headteacher

- Be visible around school, particularly at transition times.
- Model the school's approach and support staff rather than routinely taking behaviour referrals away from them.
- Celebrate staff and pupils whose efforts go above and beyond expectations.
- Monitor behaviour information and identify patterns or areas for improvement.
- Ensure staff receive appropriate training and support.
- Support children and staff where behaviour is complex or serious.
- Ensure behaviour data is analysed termly to evaluate the effectiveness of the policy and identify areas for improvement.
- Report to governors on behaviour, relationships and the effectiveness of the policy, including data on incidents, patterns, suspensions and exclusions.

SENDCO

- Advise on inclusive behaviour approaches.
- Support identification of underlying needs and appropriate adjustments.
- Contribute to individual behaviour plans, risk assessments and EHCP processes where appropriate.
- Work with families and external professionals when additional support is needed.
- Support staff in understanding how SEND, communication difficulties and other factors may influence behaviour.

Pupils

- Follow the three school rules: Courage, Connection and Curiosity.
- Take responsibility for choices and their impact on others.
- Ask for help when needed.
- Reflect, repair and make a fresh start after difficulties.

Governors

- Ensure the policy is implemented fairly and consistently.
- Support the Headteacher and staff in promoting positive behaviour.
- Receive appropriate reports on behaviour, relationships and the effectiveness of the policy.
- Receive information about serious incidents, suspensions and exclusions as required.
- Review the policy annually and ensure it remains fit for purpose.

Appendix 1: Behaviour Routines and Expectations

The three simple rules are supported by explicit routines. These should be taught, practised and positively reinforced. The following examples are adapted from the previous school's strong routines-based approach, while using Huby's language of Courage, Connection and Curiosity.

ROUTINE	WHAT THIS LOOKS LIKE
Entering school	Children enter calmly and in an orderly way. Adults greet pupils positively and reinforce readiness, calm movement and respectful interactions.
Starting learning	Children settle promptly, have the equipment they need and show they are ready to listen and participate. Adults explicitly praise readiness and engagement.
In the classroom	Children listen when others are speaking, use kind and respectful language, take part in learning, and make safe choices. Adults use calm reminders and positive recognition.
Movement around school	Classes/groups move calmly and safely. Corridors are quiet during learning time so that others are not disrupted. Children show consideration for others and the environment.
Collective worship	Children enter and leave calmly, respectfully and ready to participate. Adults establish a calm atmosphere and use discreet reminders where needed.
Lunch hall	Children enter calmly, use good manners, follow instructions, respect grace/worship, remain seated while eating and look after the shared environment.
Playground	Children use equipment appropriately, include others, use kind words and actions, and keep play safe. Rough play and play-fighting are not acceptable.
End of break/lunch	Children respond to the agreed signal, stop using equipment, return to their class calmly and are ready to learn.
End of day	Children prepare to leave calmly and orderly. Adults positively reinforce good routines and ensure children leave safely with the appropriate adult.

Appendix 2: Restorative Reflection Questions

- What happened?
- What were you thinking or feeling at the time?
- What have you thought about since?
- Who has been affected?
- How have they been affected?
- What could we do to put things right?

- What can we do differently next time?

Adults should use only the questions needed to support reflection. The process should be calm, respectful and proportionate. Safeguarding concerns identified through restorative conversations must be passed on through the school's safeguarding procedures with the Child Protection and Safeguarding Policy.